

Communication for Career Readiness
ELA – Course Code: 01156
Course Syllabus

Course Description: Communication for Career Readiness

Communication for Career Readiness provides students the opportunity to make decisions about their future based on the skills and interests of the individual. This course will focus on personality assessment in relationship to careers, personal skills inventory, and career clusters. Students will apply knowledge of social and career etiquette, ethics, diversity in the workplace, and the interview process to prepare for future careers. Students will complete technical writing activities and projects that connect to the world of work.

Prerequisite: Recommended for junior or senior students who have previously met the first two years of English requirements.

Credit: .5 English elective credit (1 semester)

Goals: Communication for Career Readiness provides students the opportunity to make decisions about their future based on the skills and interests of the individual. This course will focus on personality assessment in relationship to careers, personal skills inventory, and career clusters. Students will apply knowledge of social and career etiquette, ethics, diversity in the workplace, and the interview process to prepare for future careers. Students will complete technical writing activities and projects that connect to the world of work.

1. Investigate the 16 career clusters
2. Assess personality style in relationship to a selected career
3. Compare personal skills inventory to skill requirements of a selected career
4. Evaluate and modify personal learning plan
5. Prioritize, plan, and manage time to achieve success in the course
 - a. daily planners
 - b. timelines
6. Create communications that demonstrate career readiness
 - a. Job application
 - b. resume
 - c. business letters
 - d. personal reflections
 - e. scholarship essays
7. Evaluate and apply social and career etiquette
 - a. nonverbal communication
 - b. interview process
 - c. thank you letters
 - d. manners
 - e. social media
 - f. telephone use

8. Analyze the importance of ethics within a selected career
 - a. personal ethics
 - b. business ethics
9. Communicate an understanding of diversity within the workplace
 - a. gender
 - b. age
 - c. race
 - d. culture
 - e. socioeconomic status

Writing Standards

11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience

11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards for literature to writing.

b. Apply grades 11–12 Reading standards for literary fiction and nonfiction to writing.

11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Speaking and Listening Standards

11-12.SL.1 Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

11-12.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

11-12.SL.4 Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12.SL.6 Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Language Standards

11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.b. Resolve issues of complex or contested usage, consulting references as needed

11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed.

a. Use hyphens and dashes correctly.

b. Spell correctly; consult references as needed

11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

11-12.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text

11-12.RI.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text

11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.

Suggested Assignments for the Course:

1. Portfolio: Develop a portfolio that reflects career readiness
 - a) Job Applications: Complete 3 different types of job applications
 - b) *Resumes: Complete functional and chronological resumes
 - c) *Personal Skills Inventory: Complete personal skills/aptitudes inventory to compare to job requirements
 - d) *Personality Assessment: Complete personality assessment for evaluation of traits that fit chosen occupation

2. Ethics Research: Research a code of ethics for chosen profession and present findings

3. Career Research Paper: Research information over a chosen career and write a paper that uses MLA, APA, etc. citations.
 - a) Interest Inventory: Complete Interest Inventory and determine 2 Career Clusters that reflect student interest.
 - b) Interview Process: Interview an individual who holds a job in a selected profession. Conduct mock job interviews.
 - c) Appropriate Manners Demonstration: Role play appropriate manners in a given situation
 - d) Telephone Etiquette: Role play telephone etiquette to a job-related situation
 - e) Phone Use: Create a policy for phone use in the job setting

3. Diversity: Read a professional journal about the demographics of diversity within a chosen profession and present findings in a multimedia presentation.

4. Time Management: Prioritize tasks needed for project completion. Create a timeline for project completion. Maintain weekly planner. Complete reflection journals.

5. Personal Learning Plan: Examine plan and determine continued goals to achieve success

6. Business Letters: Create a variety of samples used in the world of work (cover letter, thank you letter, etc.)

7. Scholarship Essay: Explore a variety of scholarship essay requirements and create a personal essay

Resources:

Xello

SD Dept of Education - CTE Career Clusters

Guest Speakers for chosen topic - Community Human Resource personnel

Common Sense Media